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ABSTRACT

A project provided educational/preemployment training information about options, resources, and support services available for single parents/homemakers to help them become gainfully employed. Specific program activities were aimed at renewing self-esteem, developing employability skills, and learning about community resources and vocational education programs. During the period October to June, 1986-87, 79 individuals were served through these activities. Classes were held for two weeks with the participants receiving approximately 45 hours of training. As a result of attending the classes and through the cooperative efforts of the community college and community resources, 55 percent of the participants either became employed or entered into job training or college courses. A coalition of nine community agencies provided current information and assisted participants to tap into job market opportunities. Pre- and post-self-assessments indicated an observable improvement in self-confidence, ability to communicate, interview skills, salesmanship, problem solving, creativity, time management, and networking. Additional services were support groups for women in transition and transportation assistance for enrollees in vocational education programs. The support group functioned in psychological and educational resource capacities. Appendixes, which make up about 60 percent of the document, include publicity items, self-assessment forms and data, project activities, and correspondence. Also appended is a seven-page survey form providing data about participants. (YLB)

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ED285993

FINAL REPORT

PROJECT NO. DVE-7-2D04

From July 1, 1986 to June 30, 1987

SINGLE ~~PARENTS~~ OR HOMEMAKERS

Individualized Career Oriented Program for Equity

I.C.O.P.E.

Central Florida Community College
P.O. Box 1388
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CE048235
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TABLE OF CONTENTS

Abstract.....1

Introduction.....2

Methods.....4

Results and Findings.....7
Participant Information

Conclusions and Recommendations.....19

Appendix A-Publicity

Appendix B-Self Assessment

Appendix C-Project Activities

Appendix D-Ad Hoc Correspondence

ABSTRACT

It was the purpose of this project to provide educational/pre-employment training information about options, resources, and support services available for single parents/homemakers to help them become gainfully employed. Specific program activities were aimed at renewing self-esteem, developing employability skills, and learning about communnity resources and vocational education programs.

Seventy-nine (79) individuals were served through these activities during the nine months of October through June, 1986-1987. The classes were held for two weeks with the participants getting approximately forty-five (45) hours of training. As a result of attending the classes and the cooperative efforts by the community college and community resources, fifty-five (55%) of the participants either became employed (33%) or entered into job training or college courses (22%). A coalition of nine (9) community agenciies provided current information and assisted participants to tap into job market opportunities. Pre and post self-assessments indicated an observable improvement in: (a) self-confidence; (b) ability to communicate; (c) interview skills: (d) salesmanship; (e) problem solving; (f) creativity; (g) time management; and (h) networking. Addiitonal services provided by the project were support groups for Women in Transition and transportation assistance for individuals enrolling in vocational education programs. The support group functioned as psychological and educational resource capacities. It was recommended that a support group for the older job seekers be established.

As a result of this project, several recommendations were made to further improve the I.C.O.P.E. program and to help alleviate barriers faced by single parents and displaced homemakers. Significant among these was to develop scholarship funds to assist single parent/homemakers with expenses in child care, transportation, and education /training. Additional recommendations were to include seminars/workshops specifically related to high wage potential training.

SINGLE PARENT OR HOMEMAKERS

Individualized Career Oriented Program for Equity

INTRODUCTION

It was the purpose of this project to provide a central place where single parents and homemakers could secure educational/employment training information about options and support services available to help them become gainfully employed. Specific objectives were (a) to increase educational/employability status through employability skills classes, and (b) to identify resources for employment, on the job training or classroom training. Specifically, the employability skills classes provided self-esteem building, self-assessments, employability skills training, introduction to community resources, and exposure to vocational education programs. The classes were held for two weeks with the participants getting approximately 45 hours of training. The first week consisted of classroom training, field trips, and lab work, while the second week was utilized for individual career counseling. Program participants were referred through HRS, WIN, Job Club, Job Services, Spouse Abuse Center, Counselors, and the Community College. Additional publicity (Appendix A) solicited participants from the community.

During a nine month span (October-June) a series of eleven (11) two-week classes served seventy-nine (79) participants. Over fifty-three (53%) percent of the participants were mandated by HRS to attend the classes.

The results of attending the classes showed that fifty-five percent (55%) of the participants either became employed, (33%) or entered into job training or college courses, (22%). Two of the individuals entered vocational education certificate programs, and one individual entered a non-traditional job training program. Of the total number of individuals served by this project (n=79), JTPA processed forty-eight (48) individuals who were eligible for their services. Of this number forty percent (40%) either entered employment/training and sixty percent (60%) were placed in a job applicant pool.

A pre and post self-assessment instrument (Appendix B) was administered to determine if there was a change in personal barrier characteristics of the program participants, i.e. low self-esteem, lack of motivation, poor job search skills and work values. The assessment measured twenty-four (24) different social and educational abilities on a Likert scale (1=very low to 7=very high). The greatest percentage improvement (9-12%) was realized with those who rated the pre-test in the sixty-two to seventy-six percent (62%-76%) range.

Individuals rating themselves higher than this showed the least amount of improvement, In the areas of self-confidence, ability to communicate, interview, salesmanship and time-management, there were marked improvements. It was interesting to note an affective gain in math and problem solving at the end of the program. Individuals improved in every area of the self-assessment in over ninety-percent (90%) of the cases. It was projected that at least fifty percent (50%) of these barriers would be decreased. This was an impressive improvement over the initial objective.

The project took place in the Women and Family center, a non-profit organization. The Center provided a centrally located place for individuals to secure educational/employment training information. A coalition of nine (9) (Appendix C) community agencies provided current information and assisted participants to tap into job market opportunities. Six (6) of the agencies had representatives who spoke to the participants at the beginning of each session of classes. This doubled the initial objective of providing for a coalition of at least 3 community agencies. Through the information provided by the coalition and the class facilitators, individuals were able to identify at least eight (8) employers that they could potentially interview and to list at least fifty percent (50%) of the community resources and services that could provide job information.

In place of special workshops on non-traditional occupations, a three-fold effort was made to incorporate this information so that all of the participants awareness would be raised. Each group was taken on a field trip through the vocational education programs at Central Florida Community College. Secondly, a representative from the vocational education department spoke to the classes, third, models who were employed in non-traditional occupations were invited to talk about their jobs.

Additional services provided by the project were (a) support groups for women in transition, (b) transportation, and (c) child care.

In summary, the single parent/homemaker project under the acronym of I.C.O.P.E. provided (a) employability skills classes; (b) exposure to vocational education programs; (c) awareness of community resources and existing job opportunities; (d) support groups; (e) counseling; and (f) avenues to potential jobs and training. An observable improvement was noted on the individuals' self-assessments and a high percentage of individuals either became employed or entered training. Seven (7) of the initial eight (8) projected objectives were accomplished, with a total of seventy-nine (79) participants served.

METHODS

This project was conducted in the Women and Family center, a non-profit organization under the auspices of the Women's Advisory Council. The participants were either (a) the single head of a household and/or (b) separated, divorced, considering divorce, or supporting a disabled spouse. The majority of the individuals were economically disadvantaged and had poor self-esteem and were lacking in job search skills and knowledge of community employment/training resources. The project participants were referred through Health and Rehabilitative Services' WIN-Job Club; Florida Job Services; Spouse Abuse Center; mental health counselors; previous program participants; and the Community College. Newspaper publicity and brochures (Appendix A) were mailed to local lawyers, physicians, churches, counselors, and community organizations, which solicited participants from the community. A total of seventy-nine (79) individuals were served by this project during a nine month period (October-June).

The employability skills class was called I.C.O.P.E., an acronym for Individualized Career Oriented Program for Equity. The classes were conducted every three weeks, with the first week being devoted to: (a) renewing self-esteem; (b) improving communication skills; (c) meeting community resource people; (d) learning about "self" through outdoor lab activities and self-assessments-APTICOM, TABE, Meyers-Briggs Personality Type Indicator; (e) gaining knowledge about the computer and TIPS (employability skills); (f) visiting the vocational education programs; and (g) improving skills in the job of job hunting. In the employability skills class particular attention was devoted to: (a) networking; (b) interviewing techniques; (c) writing resumes'/fact sheets; (d) filling out applications; and (e) communicating-body language, listening, and speaking. Representatives from a local industry and JTPA, and a retired personnel director conducted mock job interviews with each of the inviduals. In addition audio visuals (Appendix C) were utilized to reinforce information about interview techniques and resume' tips. Each participant was given a book which succinctly outlined pertinent pre-employment information (Appendix C). In addition, books were available for individuals to check out if they desired to learn more about job hunting.

A self-assessment (Appendix B) was administered at the beginning of each session. Two weeks later a post test was given to determine if there was a change in personal barrier characteristics. The assessment measures twenty-four (24) different social and educational abilities based on a seven (7) point Likert scale, one (1) being "very low" and seven (7) being "very high". Individuals showed improvement in over ninety percent (90%) of the class.

The first day of class was related to the (a) communication process-personal communication through listening, speaking and body language; (b) goal setting; and (c) networking. All of these were linked to the rest of the day's program by involving a cooperative "network" of community resource representatives who reinforced the importance of "communicating what it is that you want." The resources represented included JTPA, Florida Job Service, Community Education Center, IMTS,

Vocational Education Department, and the Cooperative Education Department at the Community College. Individuals who were involved in "non-traditional" occupations served as role models and additional resources, i.e. auto mechanics teacher, undercover investigator, auto body, welder.

Because of the low self-esteem of the economically disadvantaged, it was a main objective of these classes to enable individuals to renew self-esteem through outdoor lab activities (Appendix C). Such programs elicit "coping" rather than defensive behavior and provide positive reinforcement in mastering challenges reflected in daily living experiences. The utilization of group and individual activities which combine cognitive, emotional, and physical challenges provided for insightful analysis and positive feed-back and reinforcement. These experimental activities further enabled individuals to utilize their own resources to interrupt self-defeating patterns. An example of an activity might include walking on a low beam, focusing on a predetermined goal which is at the end of the beam. Another example of an activity called "Traffic Jam" (Appendix C) was used to allow individuals to work effectively as a leader and follower within a supportive group setting. It should be noted that a group process followed each activity. Individuals were allowed to integrate and express their experiences. It was the responsibility of the facilitators to insure that the individuals had a rewarding, positive, and successful experience. These types of activities were used in an afternoon session called "The Game of Life." The objectives were to place individuals in playful and freeing situations in order to: (a) increase personal confidence; (b) develop initiative and responsibility; (c) alleviate fear of rejection by promoting mutual trust in peers; (d) accept, recognize, and respect the unique abilities of self; and (e) set and achieve short term as well as long term realistic goals. The results of the pre and post self-assessment showed that one hundred percent (100%) of the participants had improved self-confidence.

Additional self-confidence building activities provided included the APTICOM, an aptitude test administered by JTPA, TABE, a test of adult basic education; Meyers-Briggs Personality type test; and the self-assessment (Appendix B). Positive feed-back from these served as an incentive for some to pursue further training.

The second week was allocated for individual consultation. Participants who needed extra time with the employability skills were given appointments on an individual basis. Other appointments were made with a counselor to discuss the results of the TABE and APTICOM tests. A seminar was presented to the group by a qualified counselor on the results of the Meyers-Briggs test. A required half hour appointment was also made with each person in the program to (a) give them positive feed-back about their involvement in the program. This proved to be a rewarding experience.

Two support groups were facilitated by trained counselors and were held twice a week. One group met one afternoon a week for two hours

and the other group met in the evening. The groups served as support for individuals going through transition in relationships, employment, and career decisions. This group not only served as psychological support, but also a resource for information.

As an additional support for the I.C.O.P.E. program itself, an ad hoc committee (Appendix D) represented by individuals of nine different organizations or departments was formed. The committee was comprised of individuals from JTPA, Community Education, IMTS, HRS, Community Instructional Services Coordinator (CFCC). Job Services, Cooperative Education and Career Placement (CFCC) and an officer from a local child care center. The committee proved to be a valuable network for public relations between community service organizations and the community college. The participants of the program benefitted from this cooperative effort because people were more sympathetic to the purposes and objectives of I.C.O.P.E. The committee met three times during the nine month period of I.C.O.P.E.

RESULTS AND FINDINGS

The results of this report are based on seventy-nine (79) participants who completed the majority of the I.C.O.P.E. program. There were an additional fifty-five (55) individuals who had made initial contacts to reserve a space in the program, but did not participate in the classes. Follow-up phone calls indicated that the non-participants (a) had found jobs, (b) had changed their mind, or (c) were unable to be reached. Of the seventy-nine (79) participants, fifteen percent (15%) received formal counseling through a support group facilitated by a trained counselor. All of the participants received counseling from a trained psychologist on the results of their Meyers Briggs Test. In addition, JTPA provided counselors to discuss job potential for the forty-eight* individuals who were eligible for their services. (*This is based on statistics at the time of this report, it is believed that the number is higher).

Ninety-two percent (92%) of the individuals enrolled in I.C.O.P.E. received the following services: (1) Life skills development activities (a) self-esteem renewal; (b) game of life activities; (c) goal setting and decision making; (d) dressing for the job; (e) communication skills; and (f) stress management; (2) Assessment and testing (a) test of Adult Basic Education; (b) APTICOM; (c) Meyers-Briggs; (3) Pre-employment preparation (a) resume/fact sheet writing; (b) filling out an application; (c) interviewing; (d) networking; (e) assertive job search; and (f) TIPS (4) Career-education counseling (a) introduction to computer; (b) availability of computerized CHOICES assessment; (c) job placement by JTPA; (e) field trip and explanation of vocational education programs; and meeting community resource individuals.

One (1) individual received supportive services for transportation at an estimated cost of $335.00. Four (4) individuals were referred to Vocational Rehabilitation, and two (2) participants were referred to legal aid.

Descriptive statistics for participant outcomes were calculated (Table 1) (Table (2). The following results were derived for employment/education outcomes of I.C.O.P.E. participants:

1. Fifty-five percent (55%) of the participants either became employed (33%) or entered into job training or college courses (22%).

2. Of those individuals entering employment, managerial/administrative (24%) and service worker (24%) comprised the highest number of individuals, while professional/technical (10%) and clerical (10%) attracted the least.

Table 1

OUTCOMES FOR I.C.O.P.E.

PARTICIPANTS ENTERING EMPLOYMENT

	N	%
Job Category		
Managerial/Administrative	5	24
Professional/Technical	2	10
Sales	3	14
Clerical	2	10
Skilled Trades/Craft Worker	5	19
Service Worker	5	24
Hours Employed		
Part-time	7	33
Full-time	14	67
Wage		
less than $3.35	3	14
$3.35	2	10
$3.36-$4.00	4	19
$4.01-$5.00	10	48
More than $6.00	2	10
Fringe Benefits		
None	7	18
Health Insurance	11	29
Pension Plan	4	11
Life Insurance	7	18
Disability Insurance	6	16
Other	3	8

Table 2

OUTCOMES For I.C.O.P.E.

PARTICIPANTS ENTERING TRAINING/EDUCATION

And ENTERING EMPLOYMENT And ENTERED TRAINING/EDUCATION

Entered Training /Education	N	%
Type		
JTPA	8	47
Community College	6	35
College/University	2	12
Internship/Volunteer	1	6
Focus		
Health Occupants	1	5
Business Education	5	29
Agriculture Education	2	12
Technical Education	3	18
Trade/Industrial Education	2	12
Remedial/Developmental Education	4	24
Entered Employment And Entered Training/Education		
Job Category		
Professional/Technical	2	50
Clerical	2	50
Hours Employed		
Part-time	3	75
Full-time	1	25
Wages		
$3.36-$4.00	1	25
$4.01-$5.00	2	50
more than $6.00	1	25

Table 2, continued.....

	N	%
Fringe Benefits		
None	3	75
Health Insurance	1	25
Type of Training/Education		
JTPA	1	25
Community College	1	25
Internship/Volunteer	2	50
Focus of Training/Education		
Health Occupations	2	50
Business Education	2	50

3. The majority of the participants were employed full-time and earned wages in the in the $4.01-$5.00 per hour category.

4. Health insurance was the most frequently provided fringe benefit for the full-time employed.

5. Through the cooperative efforts of the community college and JTPA fourteen (14) participants entered training/education.

6. Business education and remedial/developmental education were the programs most frequently entered.

7. Four (4) individuals entered employment and entered training education in the areas of professional/technical and clerical. The majority of these individuals worked part-time, earning wages greater that $3.36 an hour.

8. The focus on this group was in health occupations and business education.

9. Two (2) individuals entered vocational education certificate programs while four (4) participants entered remedial/developmental education programs to prepare for entry into vocational education programs.

10. One (1) individual entered a non-traditional job training program.

11. Twenty-nine percent (29%) were unemployed, looking for a job and six percent (6%) were unemployed and not looking for a job. For ten percent (10%) of the individuals their status was not known.

The following statements are based on the intake information for the I.C.O.P.E. participants:

1. The majority of the participants were white (52%) females (97%) ranging in the age category 25-34 (41%).

2. Eighty-one percent (81%) of the participants were heads of households, with seventy-two percent (72%) having one to three (1-3) dependents. One (1) dependent was the highest percentage (29%).

3. Fifty-one percent (51%) of the participants had either one or two dependents in the age category of 6-18.

4. In the category of dependents ages 0-5, the most frequently recorded age was one (1), while eleven participants claimed to have dependents who were nineteen (19) or older.

Table 3

INTAKE INFORMATION For I.C.O.P.E PARTICIPANTS

	N	%
Sex		
Female	77	97
Male	2	3
Age		
18-21	2	3
22-24	7	9
25-34	32	41
35-44	23	29
45-54	10	13
55-64	5	6
Race/Ethnicity		
White	41	52
Black	36	46
Hjspanic	1	1
Native American	1	1
Total Number of Dependents		
None	5	7
2	20	29
2	16	23
3	14	20
4	12	17
5	2	2
6 or more	1	1
Number of Dependents--Ages 0-5		
0	11	29
1	13	34
2	6	16
3	4	11
4 or more	4	11

Table 3, continued.....

	N	%
Number of Dependents-Ages 6-18		
0	10	16
1	16	26
2	15	25
3	7	11
4	3	5
5	3	5
6 or more	7	11
Number of Dependents-Ages 19 or Older		
0	20	65
1	10	32
2	1	3
Displaced Homemaker Status		
Divorced	17	46
Separated	15	41
Widowed	1	33
Married, Spouse Disabled	4	11
Marital Status		
Married, Spouse Present	7	13
Married, Spouse absent	3	5
Single, with Children	28	50
Single, without Children	5	9
Divorced	8	14
Separated	2	4
Widowed	3	5
Female Head of Household		
Yes	64	81
No	15	19

Table 3, continued.....

	N	%
Education		
1-8 years	6	7
9-11 years	22	25
High school graduate or equivalency:	47	53
Post High School	8	9
A.A.	1	1
Vocational Education Skills	2	2
Skills Training in the Last 5 Years		
Yes	21	27
No	58	73
Current Annual Household Cash Income From All Sources		
Less than $5,000	34	65
$5,000-$10,000	5	10
$10,000-15,000	9	17
$15,000-20,000	3	6
$25,000 or more	1	2
Source of Income		
Salary	8	7
Spousal Support	9	7
Child Support	13	11
AFDC	36	30
Social Security	3	2
Other public assistance	4	3
Food Stamps	23	19
Medicaid	17	14
Other	8	7
Employment History		
Years Spent as Homemeker with no substantial job outside the home		
0-1	17	27
2-5	7	11
6-10	16	25
more than 10	23	37

Table 3, continued.....

	N	%
Years Paid part-time employment		
0-1	33	67
2-5	10	20
6-10	5	10
more than 10	1	2
Years Paid full-time employment		
0-1	20	42
2-5	16	33
6-10	6	13
more than 10	6	13
Type of work		
Managerial/Administrative	2	3
Professional Technical	4	5
Sales	9	11
Clerical	19	24
Skilled Trades/Craft Worker	10	13
Operative	5	6
Service Worker	11	14
N/A, not worked outside the home	12	15
Supportive Services Required		
Child Care/Dependent Care	19	9
Tuition Assistance	23	11
Transportation	21	10
Training Stipend	16	8
Books	22	11
Instructional Support	22	11

5. The majority of the participants classified as displaced homemakers were divorced (46%), and fifty percent (50%) were single with children.

6. Fifty-three percent (53%) were high school graduates or the equivalent, while twenty-five percent (25%) had completed nine (9) to eleven (11) years of education.

7. The majority of the participants had had no skills training in the last five years.

8. The current household cash income for the majority of the participants was less than $5,000.00 a year with public assistance (AFDC and food stamps) being the greatest source of income.

9. Thirty-seven percent (37%) had spent more than ten (10) years with no substantial job outside the home.

10. Very few of the individuals had worked at a part-time or full-time job for more than ten (10) years. Most, had been employed either on a part-time basis for a year or less.

11. The type of work most frequently recorded was clerical.

12. Individuals indicated that tuition, books, instructional support, child care, and transportation would be useful in gaining employment/training/education.

13. Referrals to other agencies most frequently recorded were Job Service, Vocational Rehabilitation, and social service agency.

14. Most of the participants heard about the program either through the newspaper or social service agency.

On the basis of a twenty-four (24) item social and educational self-assessment (Appendix A) the following information was calculated for eight (8) of the I.C.O.P.E. classes (Table 4).

1. The greatest improvement was realized with individuals who rated themselves in the sixty percent (60%) range.

2. For the groups rating themselves in the sixty percent (60%) range the average percent of improvement fell within a nine (9%) to twelve (12%) percent increase on the items.

3. Groups who rated the pre-test at seventy-five percent (75%) or better produced a two (2%) to four (4%) percent increase on the items.

4. The items in which the most marked improvement was observed included: (a) self-confidence; (b) ability to communicate; (c) interview; (d) salesmanship; (e) problem solving; (f) creativity; (g) time management; and (h) networking.

5. The items in which the least improvement was observed included: (a) handling discrimination; (b) math ability; (c) stress management; and (d) empathy for others.

6. At the end of the year, an impressive gain in math and problem solving abilities was observed.

Table 4

ICOPE SELF ASSESSMENTS

Nov. 1986 thru May, 1987

	Nov.19th(2)*		Dec.1st(4)*		Jan.5th(7)		Jan.26th(4)*	
	Pre.	Post	Pre	Post	Pre.	Post	Pre.	Post
TOTALS	270	295	519	604	955	1042	608	605
AVE.TOTALS	135	147½	130	151	136½	149	152	151¾
AVERAGE %	68.8	75.3	66.2	77	69.6	76	77.6	77.2

.....

	Feb.16th(5)*		Mar.30th(6)*		Apr.20th(10)*		May 4th(7)*	
	Pre.	Post	Pre	Post	Pre.	Post	Pre	Post
TOTALS	613	731	944	992	1241	1412	899	1066
AVE.TOTALS	122.6	146.2	157.3	165.3	124.1	141.2	128.4	152.3
AVERAGE %	62.5	74.59	80.3	84.4	63.3	72	65.5	77.7

Above calculations cover 8 of the 10 ICOPE Classes. No self-assessments were rated in the 1st class and data on the final class was incomplete at this time.

Refer to Appendix (3) Calculations based on Total Possible Points of 197 (24 Self Assessment Categories rated on a scale of 1 to 7 points) for each individual. Total Class Points 197 x No. of Participants. All calculations based on participants who completed both Pre and Post Tests.

$$\frac{\text{TOTAL CLASS POINTS}}{\text{NO. OF PARTICIPANTS}} = \text{AVERAGE TOTAL}$$

$$\frac{\text{AVERAGE TOTAL}}{197} = \text{AVERAGE \%}$$

* No. of participants

CONCLUSIONS AND RECOMMENDATIONS

As a result of the I.C.O.P.E. employability skills training classes the following conclusions and recommendations were made:

1. The I.C.O.P.E. classes provided the participants with educational/ pre-employment training information in the following areas: (a) life skills development; (b) assessment and testing; (c) career-education counseling; and (d) employability skills.

2. Participants were successfully guided on both an individual and group basis to a better understanding of alternatives and support services to help them become gainfully employed.

3. A concerted effort was made to introduce the participants to non-traditional job alternatives i.e. field trips to vocational education programs, role models in non-traditional jobs invited to speak.

4. Two (2) individuals entered vocational education programs. Efforts should be made to include workshops specifically related to high wage potential training, using role models, videos and representatives from the vocational education department.

5. Coordination and collaboration should continue with JTPA; Florida Job Services; the community colleges' IMTS, special services program, and vocational education department; and the community education program.

6. The cooperative effort between the community programs and the I.C.O.P.E. program provided: (a) a network with existing resources; (b) avoided duplication of services; and (c) provided avenues for self-sufficiency among single parent/homemakers.

7. The intake information showed that over one-third of the participants had spent more than ten (10) years with no substantial job outside the home. This has implications for program emphasis to be placed on a (a) self-confidence building; (b) "brushing-up" on academic skills; (c) career counseling; and (d) support group.

8. Further efforts should be made in programming to include more community resources in the I.C.O.P.E. program i.e. local business college, hospitals and school board personnel departments.

9. Continue to develop and increase public relations, i.e. letters to local business and professional people, radio talk show, public speaking, etc.

10. Have separate classes for HRS-Job Club participants who have a history of chronic unemployment. This would allow more space for individuals who volunteer to attend the classes i.e. fifty-five (55) on a reservation list could have possibly been discouraged by having to wait.

11. Develop a support group for job seekers, especially older individuals.

12. Utilize to a fuller extent the career counseling services, cooperative education and placement, and remedial/developmental classes at the community college.

13. Further develop a working relationship with local businesses who are interested in hiring individuals in non-traditional roles, i.e. Sears.

14. Develop a scholarship fund to assist single parent/homemakers with expenses in child care, transportation, and education/training.

15. Include more information on the self-assessment about values and attitudes especially related to non-traditional jobs.

APPENDIX A

PUBLICITY

I COPE!

If you are:

- ☐ A Single Parent
- ☐ Divorced or Separated
- ☐ Widowed
- ☐ Supporting a Disabled Spouse

and needing help to find employment . . .

READ ON!

ICOPE Registration Form

Name _____

Address _____

Telephone _____

Date I would like to attend ICOPE:

First Choice _____

Second Choice _____

Return to:

Women and Family Center
1101 S.W. First Avenue, Unit 1
Ocala, Florida 32671

Or call: (904) 622-5429

. . . and if you have:

- ☐ Lost the support of those on whom you were dependent
- ☐ Worked at home without pay as a homemaker
- ☐ Not been gainfully employed for a significant period of time

The **ICOPE** program will provide education, resources and support.

What is ICOPE?

ICOPE is a program for single parents and individuals who are divorced or separated, widowed or supporting a disabled spouse. **ICOPE** classes are held at the Women and Family Center in Ocala. The Center is on the second floor of Magnolia Center at 1101 S.W. First Avenue.

There will be a series of 11 two-week classes, scheduled as follows:

1986

October 27
November 10
December 1

1987

January 5
January 26
February 16
March 9
March 30
April 20
May 11
June 1

To provide individual attention, attendance is limited. Please complete and return the attached registration form or call (904) 622-5429 to pre-register. The fee is payable at the door.

Included in the program are:

Community Resources for Job Development

Getting to Know Yourself

Communication Skills

A Day at Central Florida Community College

Writing Resumes and Fact Sheets

Filling Out Applications

Assessing Time Priorities

Stress Management Techniques

Counseling

A Job Resource Day

Individual Help

Job Support Group

Personal Choices

TO: Community Agencies and Professionals

FROM: Dr. Doris Kilgore, Grant Coordinator, Women and Family Center

DATE: November 20, 1986

We would like to introduce you to the services offered to individuals by the Women and Family Center. A non-profit organization, the main objectives of the center is to provide resources, educational and psychological services to women and families dealing with personal, career, social, and emotional well-being.

A new established course, ICOPE, (Individualized Career Oriented Program for Equity) is designed to provide education, resources, referral support, and job development for individuals seeking new directions in employment. This course is a collaborative and cooperative effort with JTPA, Job Services of Florida, and Central Florida Community College. A job support group is available for individuals seeking help in getting and retaining satisfactory employment.

Other support groups are designed to help individuals who are struggling to make decisions, set new directions, and cope with changes in lifestyle. The following support groups are offered at no charge:

* Women in Transition--Wednesday at 1:30 P. M.
  Widowed Persons Service--First and Third Thursdays at 1:30 P. M.

Other program components include seminars and workshops on communication skills, stress management, and professional and personal enrichment.

January, 1987 will bring more counseling services, which will be funded by United Way.

Thank you for your participation in telling individuals about our services. If you would like more brochures or information, please call 622-5429 or write to the Women and Family Center, 1101 S. W. First Ave., Unit 1, Magnolia Center, Ocala, Fla. 32671.

*Women in Transition also meets Thursday at 7:30 P. M.

NOV. 5, 1986

A NEW PROGRAM, I. C. O. P. E. (INDIVIDUALIZED CAREER ORIENTED PROGRAM FOR EQUITY), WILL BEGIN NOVEMBER 10, AT 1:00 P. M. AT THE WOMEN AND FAMILY CENTER, 1101 S. W. FIRST AVE., UNIT I

THE GOAL OF I. C. O. P. E. IS TO PROVIDE EDUCATION, RESOURCES, AND SUPPORT TO INDIVIDUALS NEEDING ASSISTANCE IN FINDING EMPLOYMENT WHICH IS CONDUCIVE TO BETTER SELF MANAGEMENT.

THE I. C. O. P. E. PROGRAM IS DESIGNED TO PROVIDE CAREER DEVELOPMENT SPECIFICALLY FOR SINGLE PARENTS, AND HOMEMAKERS WHO HAVE LOST FINANCIAL SUPPORT BECAUSE OF DIVORCE, SEPARATION, OR DEATH.

THE PROGRAM WILL BE HELD IN TWO-WEEK SESSIONS, WITH THE FIRST WEEK DESIGNED FOR 16-20 HOURS OF INFORMATION INCLUDING INTERVIEWING, TELEPHONING, AND COMMUNICATION SKILLS. OTHER TOPICS INCLUDE SELF-ASSESSMENT, FILLING OUT APPLICATIONS, AND JOB HUNTING. THE SECOND WEEK IS PLANNED FOR GIVING INDIVIDUAL GUIDANCE ABOUT JOB DEVELOPMENT AND ADDITIONAL RESOURCES THAT THEY DEEM NECESSARY TO STRENGTHEN THEIR OPPORTUNITIES FOR CAREER DEVELOPMENT AND SELF-SUPPORT.

THE CHARGE IS $5.00 FOR MATERIALS, WITH SCHOLARSHIPS AVAILABLE. FOR MORE INFORMATION ON THIS SPECIAL PROGRAM CALL THE WOMEN AND FAMILY CENTER AT 622-5429.

11/21/86

New Program Offers Employment Assistance S. Bullock

Single parents, homemakers and other interested people are invited to take part in a new program called ICOPE at the Women and Family Center in Ocala.

Program offerings will feature developing better communication skills, managing stress, retaining employment, interviewing and assessing job interests. Individual guidance will be provided about job development, job search and available resources.

The course will start Dec. 1 at 1 p.m. Registration is limited to the first 15 people so that individual assistance can be provided. The course will be offered again Jan. 5, 1987. There is a $5 charge for materials, and scholarships are available.

To reserve a place and get more information about ICOPE, call 622-5429 in Ocala or visit the Women and Family Center at 1101 S.W. First Ave., Unit 1, in Ocala.

1/16/87

ICOPE Program
Participants
Find Employment

Individuals completing the ICOPE program offered through Central Florida Community College are obtaining good results in their job searching, according to Dr. Doris Kilgore of the Women and Family Center in Ocala.

In cooperation with the Job Training Partnership Act, Job Services of Florida, Community Education Center and the Individualized Manpower Training Lab at the college, a majority of participants have either found satisfactory employment or have entered educational training programs, Dr. Kilgore said.

Stephanie Autrey, a single parent of four and unemployed for two years, found a job and credits part of her success to ICOPE. She said the program gave her a lift, helping her to realize that "I am somebody and I can prosper if I want."

ICOPE is an ongoing program designed to help single parents, homemakers and other individuals who have lost financial support because of divorce, separation, disability or death. New classes begin every three weeks. There is a $5 materials charge.

Attendance is limited to provide individual attention, and reservations are recommended by calling 622-5429 in Ocala. The next session will begin Jan. 26, with others to follow on Feb. 16 and March 9 and 30.

2/13/87 -- FOR RELEASE THROUGH FEBRUARY 15

PROGRAM OFFERS HELP IN COPING S. Bullock

IF YOU'RE A SNGLE PARENT, OR DIVORCED, SEPARATED, WIDOWED, OR ANYONE FACING A LIFE CRISIS, YOU MAY FIND THE HELP YOU NEED THROUGH THE I-COPE PROGRAM. I-COPE PROVIDES EDUCATION, RESOURCES AND SUPPORT FOR PEOPLE WHO NEED HELP TO RESTRUCTURE THEIR LIVES, FIND EMPLOYMENT AND GAIN SELF CONFIDENCE.

NEW PROGRAMS START EVERY THREE WEEKS. THE NEXT ONE STARTS AT NINE A.M. ON FEBRUARY SIXTEENTH, TO BE FOLLOWED BY ANOTHER ON MARCH NINTH. INTERESTED PEOPLE CAN CALL THE WOMEN AND FAMILY CENTER IN OCALA AT 622-5429 FOR FULL INFORMATION, OR VISIT THE CENTER AT 1101 SOUTHWEST FIRST AVENUE IN OCALA.

Doris Kilgore

2/13/87

Program Offers Help in Coping S. Bullock

Displaced homemakers--single parents, divorced, separated, widowed, care takers, older women--facing a life crisis are helped through the ICOPE program. ICOPE provides education, resources and support to people who need assistance in restructuring their lives, finding employment and gaining self confidence.

ICOPE is an ongoing program with new classes beginning every three weeks. In a two-week period, participants are introduced to community resources, skill development, job hunting techniques and self assessment. Individual guidance and encouragement are important parts of the program. In the final week, "how-to" techniques for job hunting, identifying job opportunities and reinforcement of individual strengths are the major focus.

The majority of people who have been involved in the ICOPE program have either found satisfying jobs or entered educational training leading to new careers. Attendance is limited and reservations are recommended. The next program will begin February 16 at 9 a.m. Interested people should be at the Women and Family Center in the Magnolia Building at 1101 S.W. First Avenue, Ocala, at that time. The Center is on the second floor.

Another ICOPE session will begin March 9. For full information, call 622-5429. ICOPE is a cooperative project of the Job Training Partnership Act program, Central Florida Community College and Job Services of Florida.

CENTRAL FLORIDA COMMUNITY COLLEGE

NEWS RELEASE

Mailing Address:
P.O. Box 1388
Ocala, Florida 32678-1388

(904) 237-2111

CONTACT:

2/26/87 -- FOR RELEASE THROUGH MARCH 5

I.C.O.P.E. PROGRAM OFFERS HELP WITH JOB TRAINING, JOB HUNTING S. Bullock

PEOPLE WHO NEED HELP FINDING EMPLOYMENT OR GUIDANCE IN FINDING A NEW DIRECTION THROUGH TRAINING AND EDUCATION ARE INVITED TO TAKE ADVANTAGE OF THE I.C.O.P.E. (I cope) PROGRAM OFFERED AT THE WOMEN AND FAMILY CENTER IN OCALA.

THE PROGRAM OFFERS RESOURCES AND SUPPORT FOR PEOPLE WHO NEED ASSISTANCE. NEW PROGRAMS START EVERY THREE WEEKS, WITH THE NEXT ONE GETTING UNDERWAY MARCH NINTH AT NINE A.M. CALL 622-5429 IN OCALA FOR INFORMATION AND RESERVATIONS.

AN EQUAL OPPORTUNITY COLLEGE

CENTRAL FLORIDA COMMUNITY COLLEGE

NEWS RELEASE

Mailing Address:
P.O. Box 1388
Ocala, Florida 32678-1388

(904) 237-2111

CONTACT:

2/26/87

ICOPE Program Offers Help With Job Training, Job Hunting — S. Bullock

People who need help finding employment or guidance in finding a new direction through training and education are invited to take advantage of the ICOPE program offered at the Women and Family Center in Ocala.

The ICOPE program provides resources and support for those who need assistance. New programs start every three weeks, with the next one getting underway March 9 at 9 a.m.

For information and reservations, call 622-5429 or visit the Women and Family Center in Ocala at 1101 S.W. First Avenue, upstairs in the Magnolia Center. The program is co-sponsored by Central Florida Community College, the Job Training Partnership Act, and Job Services of Florida.

30

AN EQUAL OPPORTUNITY COLLEGE

Women and Family Center Offers Program For Jobs, Education

People who need help finding employment or guidance in finding a new direction through training education are invited to take advantage of a program offered by the Women and Family Center in Ocala.

The program provides resources and support for those who need assistance. New programs start every three weeks. The next one begins at 9 a.m. Monday.

For information and reservations, call 622-5429. The center is located at 1101 S.W. First Avenue.

The program is co-sponsored by Central Florida Community College, the Job Training Partnership Act and Job Services of Florida.

4/14/87 -- FOR RELEASE THROUGH APRIL 19

I.C.O.P.E. PROGRAM OFFERS HELP WITH JOB TRAINING, HUNTING S. Bullock

PEOPLE WHO NEED HELP FINDING EMPLOYMENT OR GUIDANCE IN FINDING A NEW DIRECTION THROUGH TRAINING AND EDUCATION ARE INVITED TO TAKE ADVANTAGE OF THE I.C.O.P.E. (I cope) PROGRAM OFFERED AT THE WOMEN AND FAMILY CENTER IN OCALA.

THE PROGRAM OFFERS RESOURCES AND SUPPORT FOR PEOPLE WHO NEED ASSISTANCE. NEW PROGRAMS START EVERY THREE WEEKS, WITH THE NEXT ONE GETTING UNDERWAY APRIL TWENTIETH AT NINE A.M. CALL 622-5429 IN OCALA FOR INFORMATION AND RESERVATIONS.

4/24/87

Women and Family Center Offers Help S. Bullock

The Women and Family Center in Ocala offers women and families in Marion County programs and services providing educational and psychological assistance in dealing with career, social, emotional and economic problems.

The Center is a non-profit organization operating under sponsorship of the Community Services Division of Central Florida Community College and the United Way. Most services are free of charge.

Five major areas of the program are education, support groups, counseling, information/referral, community outreach and coordination. Currently the following programs are being offered:

ICOPE -- a program for single parents, widows, divorced or separated people or those supporting a disabled spouse. Two-week classes cover communication, introduction to community services, self-assessment, vocational education, job hunting techniques, networking and individual counseling.

WOMEN IN TRANSITION -- provides group support for people faced with finding new directions and coping with major changes in their lives. Short courses and workshops cover problem-solving methods, skills and abilities, occupational choices, personal development and referrals to

oette Keyser's career is now in full bloom.

A Growing Accomplishment

By RUTH MATHIAS
Special to the Star-Banner

Turning a hobby into a business is not new, but when a mother of five and grandmother of seven decides to convert a lifelong interest into a business, it is news.

Jeanette Keyser, who is in the process of launching a plant business, says she would never have had the courage to attempt this venture before participating in the ICOPE program at the Women and Family Center in Ocala.

Jeanette has held many jobs, mostly low-paying ones which offered no hope of advancement and little satisfaction. Though a talented "hands-on" person, she lacked self-confidence and was extremely vulnerable ot criticism.

With the exception of two production jobs, one in a furniture factory where she did woodworking and the other in a plant manufacturing mobile homes, where she was the only woman on the production line, she knew she was not using her ability. She knew, however, she was a conscientious worker and when she produced something tangible such as cabinet panels, it gave her a sense of accomplishment.

At the time Jeanette discovered the ICOPE program she was facing a crisis. A series of misfortunes found her working a night part-time job at a convenience store where her earnings did not begin to cover her expenses. A divorcee with the youngest child, an adopted boy of eight, living at home, she was attempting the impossible in trying to provide child care and stretch her small income to keep them housed and fed.

Then her car broke down and she had no means of transportation because there was no money to have the car repaired. She was only able to keep her part-time job because her supervisor drove her to and from work. Gradually, she fell further and further behind in meeting her obligations until she reached the end of her resources, financially and emotionally. Her adult children were unable to assist her financially and she reached a point where there was no food in the house and no money to buy any.

It was at this time that one of her sons, who worked for the city, discovered the Women and Family Center while on a tour sponsored by the United Way. There he learned about the ICOPE

See ICOPE on page 3D

34

ICOPE Program Changes Whole Outlook On Life

Continued from page 1D

and Women in Transition programs and said his mother needed help, asking if someone at the center would call her.

When the volunteer working at the center telephoned Jeanette, she found herself talking with a very distraught person. The volunteer calmed Jeanette by telling her she would come immediately to Jeanette's house and drive her to where she could get assistance. This was Jeanette's introduction to the Women and Family Center and the ICOPE program.

Receiving temporary relief, Jeanette quit her part-time job and enrolled in an ICOPE class. Her decision to take this step, she said, was one of the wisest she ever made, for the ICOPE program changed her entire outlook. She began to see herself as a person who could take charge of her life and gradually she gained self-confidence which previously had been stunted by lack of encouragement.

She found the enthusiasm of the counselors catching. Their positive approach directed her thoughts to possibilities she had never considered and when one of the counselors suggested she might start renting her plants to businesses, the embryo of a plant business began developing.

From the time she was small, Jeanette had been interested in plant life, both cultivated and wild. This interest deepened during her adult years as she experimented with her own plants and learned more about cultivation and the history of plants native to north central Florida. Then a unique experience led to intensified plant care and increased the number of plants under her care to more than 100.

Discovering a nursery which had been closed for over a year and a half, she noticed many of the plants in the greenhouse were struggling to survive. She approached the owner of the nursery and asked what was going to happen to these plants. Nothing, was the owner's reply. A death and other circumstances had left the owner in sole charge of the nursery and the burden of carrying on alone, unable to find competent help, had affected her health so that she was forced to close the nursery.

She gave Jeanette carte blanche to take any of the plants in the greenhouse which might be revived. The number of plants which had managed to survive during the time the nursery had been closed was just short of miraculous. Enough moisture seeping through the roof of the greenhouse had kept them alive, though in deplorableshape.

Jeanette quickly responded to the owner's offer and with the help of her children, carted the plants home and began restoring them to healthy and vigorous growth. Until the suggestion was made, however, she had not thought of turning her hobby into a business. The idea appealed to her and with the encouragement of the ICOPE counselors and her own new enterprising spirit, she began renting some of her plants while still a participant in the ICOPE program.

After completing the three-week program, Jeanette enrolled in an agri-business course at Central Florida Community College through the Job Training Partnership Act. She plans to expand the plant rentals and include plant sales, revival of sick plants and caring for people's plants while they are away. She has named the business "Share My Plants."

Jeanette's gratitude for the change the ICOPE program has made in her life, for the guidance received from the progam's counselors and the encouragement which lifted her from a state of despondency to one of hope and to the sense of community she experienced in sharing problems with others in the class, is expressed not only in her words of praise but in the light in her eyes when she talks about what this program did for her.

ICOPE has classes at the Women and Family Center in Unit 1 of the Magnolia Center, 1101 S.W. First Ave., Ocala. For more information, call 622-5429.

February 24, 1987

Ms. Sue Sargent
Administrative Assistant
Central Florida Community College
Box 1388
Ocala, Fl. 32678-1388

Dear Sue:

Many thanks for the extra smile and helping hand you have so graciously shared with the women who have gone through the ICOPE program. They often comment about how nice everyone is to them. You will never know how important your support is, especially in such an unfamiliar and somewhat intimidating environment to individuals who have never been to "college".

To date, twenty-eight women have gone through the course. We are beginning to hear some success stories. Thank you for being a part of that success. It is a pleasure to work with you.

Sincerely,

Doris M. Kilgore, Ed. D.

DMK/vs

POST OFFICE BOX 1388 • OCALA, FLORIDA 32678 • TELEPHONE 904-237-2111 • AN EQUAL OPPORTUNITY COLLEGE

February 24, 1987

Ms. Kathy McEwing
Auto Mechanics Department
Central Florida Community College
Box 1388
Ocala, Fl. 32678-1388

Dear Kathy:

Your enthusiasm and willingness to share your success story in a "non-traditional" job was a big hit with the women in the ICOPE program. You had their complete attention, and that's a tremendous compliment from them considering they had been at the center since 9 a. m. that morning!

Thank you for lending a helping hand in making this program click. Now, after all those accolades, would you consider joining us on a regular basis? This would involve the following Monday afternoons from 4-4:15--March 9, 30, April 20, May 11, June 1. I know your schedule is busy, but if you can share your smile and enthusiasm on any or all of those days, our program will be that much the better.

To date, twenty-eight women have gone through the course. We are beginning to hear some success stories. Thank you for being a part of that success. I shall look forward to hearing from you.

Sincerely,

Doris M. Kilgore, Ed. D.

DMK/vs

POST OFFICE BOX 1388 • OCALA, FLORIDA 32678 • TELEPHONE 904-237-2111 • AN EQUAL OPPORTUNITY COLLEGE

April 6, 1987

Ms. Chris Austin
Martin Marietta Orlando Aerospace
Ocala Operations
498 Oak Road
Ocala, Fl. 32672

Dear Chris:

Many thanks for the helping hand you have so graciously shared with the women who have gone through the ICOPE program. They often comment about how nice everyone has been to them. Your support is especially important to these individuals who are in a somewhat 'different' environment.

We are beginning to hear some success stories. Thank you for being a part of that success. It is a pleasure to work with you.

Sincerely,

Doris M. Kilgore, Ed. D.

DMK/vs

POST OFFICE BOX 1388 • OCALA, FLORIDA 32678 • TELEPHONE 904-237-2111 • AN EQUAL OPPORTUNITY COLLEGE

June 1, 1987

Mrs. Roxanne Riley
Community Education Center
438 SW Third Street
Ocala, Fl. 32671

Dear Roxanne:

In appreciation to all of the fine people who have helped make our ICOPE program a success, you are invited to attend a light luncheon to be held at the Women and Family Center at 12 noon on Tuesday, June 30.

Looking forward to seeing you here.

Sincerely,

Doris M. Kilgore, Ed. D.
Grant Coordinator
Women and Family Center

DMK/vs

POST OFFICE BOX 1388 • OCALA, FLORIDA 32678 • TELEPHONE 904-237-2111 • AN EQUAL OPPORTUNITY COLLEGE

October 29, 1986

Ms. Patti Griffith
Lifestyle Editor
Ocala Star Banner
819 SE 1st. Terr.
Ocala, Fl. 32671

Dear Patti:

After our conversation, Wednesday, Oct. 29, I talked with [redacted], who is very willing to talk with you about spreading some good news. She came to the center last spring searching for a place to turn. She is married to a truck driver and all of her children are grown. The empty nest syndrome was evidenced as she exhibited low self-worth and lack of confidence. Today she bubbles with enthusiasm and is an uplifting person to be around. Her address is:

You may also be interested in Sherri Jackson who has gotten a job as the result of working here. She came as a volunteer, wanting to learn skills which might enable her to support her three children. She had been a waitress, but back surgery and low wages forced Sherri to look for other avenues. She has been on AFDC and has had problems in getting child support from her ex-husband who lives out of state. She is the type of person that our single parent and homemaker grant endeavors to serve. Her phone number is

For both of these women, the center has been a hub for resources, education and support. Enclosed is information which will help show the congruity in what is projected on paper and what is being accomplished in terms of life enrichment. Thank you for your support and interest.

Sincerely,

Doris M. Kilgore, Ed. D.

DK/vs
Enclosure

APPENDIX B

SELF-ASSESSMENT

I . C . O . P . E .
SELF --- ASSESSMENT

RATE YOURSELF ON THE FOLLOWING CHARACTERISTICS:

NAME_____ DATE_____

	Very Low 1	2	3	4	5	6	High 7
Self-Confidence (How I feel about myself)							
Physical Attractiveness (How much I like the way I look)							
Academic Achievement (How well I've done in school)							
Organizational Ability (How well I organize)							
Handling Descrimination (How well I handle sex,age,race, prejudices)							
Persuasion (How well I can get others to do what I'd like)							
Ability to Communicate (How well I say what I want to say)							
Writing Ability (How well I write)							
Reading Ability (How we I read)							
Math Ability (How well I work with numbers)							
Problem Solving (How well I solve problems)							
Mechanical Ability (How well I work with my hands)							
Networking (How well I can talk with others about job hunting)							
Telephoning Skills (How comfortable I feel talking to employers about a job)							

	Very Low 1	2	3	4	5	6	High 7
Interview (How comfortable I feel during a job interview)							
Following Directions (How good I am at carrying out orders)							
Perseverence (How well I stay with a task)							
Creativity (How creative I am)							
Salesmanship (How well I can sell ideas/or things)							
Indepence (How well I can handle my own life)							
Teaching Skills (How well I teach)							
Time Management (How well I structure my day so I don't feel rushed)							
Punctuality (How often I'm on time)							
Stress Management (How well I cope with change and hassels)							
Loyalty (How loyal I am)							
Dependability (How dependable I am)							
Non-Traditional Job Search (How comfortable I would feel doing a job not typical for my sex-i.e. Female/Welder i.e. Male/Secretary)							
Empathy for Others (How much do I care for others?)							

_____ Pretest _____ Post-Test

Adapted from WENDI/Brevard Community College

I C O P E

S E L F - A S S E S S M E N T S

(Rated by Individual Participants)

CLASS DATE	Nov.19th(2)*		Dec.1st(4)*		Jan.5th(7)*	
	Pre.	Post	Pre.	Post	Pre.	Post
SELF-CONFIDENCE (How I feel about myself)	6	10	16	21	35	37
PHYSICAL ATTRACTIVENESS (How much I like the way I look)	8	10	17	20	31	39
ACADEMIC ACHIEVEMENT (How well I've done in school)	10	10	21	22	24	28
ORGANIZATIONAL ABILITY (How well I organize)	12	10	21	22	37	37
HANDLING DISCRIMINATION (How well I handle sex, age, race prejudices)	11	10	22	23	41	41
PERSUASION (How well I can get others to do what I'd like)	9	10	19	21	30	36
ABILITY TO COMMUNICATE (How well I say what I want to say)	9	10	17	20	31	36
WRITING ABILITY (How well I write)	12	13	18	23	32	34
READING ABILITY (How well I read)	11	11	20	22	34	36
MATH ABILITY (How well I work with numbers)	12	9	21	20	25	26
PROBLEM SOLVING (How well I solve problems)	8	11	22	22	29	35
MECHANICAL ABILITY (How well I work with my hands)	8	10	20	21	37	38
NETWORKING (How well I can talk with others about job hunting)	9	11	14	19	37	35
TELEPHONING SKILLS (How comfortable I feel talking to employers about a job)	10	10	16	21	35	37

* Number of participants

SELF-ASSESSMENTS - Page 2

CLASS DATE	Nov.19th(2)*		Dec.1st(4)*		Jan.5th(7)*	
	Pre.	Post	Pre.	Post	Pre.	Post
INTERVIEW (How comfortable I feel during a job interview)	7	10	13	20	28	34
FOLLOWING DIRECTIONS (How good I am at carrying out orders)	9	13	19	23	40	41
PERSEVERANCE (How well I stay with a task)	9	10	21	23	35	39
CREATIVITY (How creative I am)	11	11	17	21	33	37
SALESMANSHIP (How well I can sell ideas/or things)	10	11	14	19	28	35
INDEPENDENCE (How well I can handle my own life)	8	9	16	21	33	39
TEACHING SKILLS (How well I teach)	10	11	17	20	32	35
TIME MANAGEMENT (How well I structure my day so I don't feel rushed)	8	11	19	21	35	38
PUNCTUALITY (How often I'm on time)	11	13	20	25	39	45
STRESS MANAGEMENT (How well I cope with change and hassels)	9	8	14	19	32	34
LOYALTY (How loyal I am)	12	13	21	24	44	46
DEPENDABILITY (How dependable I am)	12	11	22	24	43	46
NON-TRADITIONAL JOB SEARCH (How comfortable I would feel doing a job not typical for my sex - i.e. Male/Secretary)	8	8	18	22	32	35
EMPATHY FOR OTHERS (How much do I care for others)	11	11	24	25	43	43
TOTALS:	270	295	519	604	955	1042
AVERAGE TOTALS:	135	147½	130	151	136½	149
AVERAGE %	68.88	75.26	66.20	77.04	69.61	75.95

...Adapted from WINDY Brevard Community College...

APPENDIX C

PROJECT ACTIVITIES

I.C. O. P. E.

INDIVIDUALIZED CAREER ORIENTED PROGRAM for EQUITY

Work satisfaction is one of the most important considerations in overcoming barriers to self-sufficiency. The goal of I. C. O. P. E. is to provide education, resources, and support to individuals needing assistance in finding employment that is conducive to better self management.

Approximately one fourth of all women living in Florida are widowed, divoreed or separated. This population is subject to the highest unemployment rate of any sector of the work force. Many displaced homemakers and unemployed females who have never entered the labor force or who have been out of it for several years face many barriers which hinder the transition into the world of work These barriers include: (a) lack of self-confidence; (b) job skills; (c) child care funds; (d) transportation; (e) education; (f) effective coping skills; (g) poor interpersonal and communication skills; (h) job seeking skills; and (i) job retention skills. The individualized curriculum of I. C. O. P. E. is designed to provide assistance with vocational development and preparation and guidance necessary for alleviating barriers to productive employment.

I. C. O. P. E. is designed specifically for single parents, displaced homemakers, and older individuals who may be seeking to (a) improve self-esteem (build self-relationships); (b) enhance personal resources (self assessment of skills and values); (c) gain knowledge (information) about changing jobs either in an upward or lateral direction; (d) determine where the suitable jobs are (marketable skills); and (e) have guidance and

support while improving employment situations.

The I. C. O. P. E. program is designed to provide career development in cooperation with the following existing agencies and educational systems: (a) Central Florida Community College--IMTS program; (b) Community Education Center; (c) Job Services of Florida; (d) Marion County School Board, Job Training Programs.

The program structure is designed to last two weeks with ongoing support groups for individuals who continue to seek employment. The first week of the program is designed for 16-20 hours of information, skill development and guidance which will promote job seeking techniques and employment opportunities. The second week is planned for giving individuals guidance with additional resources that they deem necessary to strengthen their opportunities for career developments and self support.

LEARNING OBJECTIVES:

1. To show the connection between personal interest, values, aptitudes, and abilities and the possibilities for employment.
2. To help individuals gain more self-esteem through the identification of their own attributes.
3. To explore the relationship between personality factors and vocational environment.
4. To develop time management, stress management and communication skills necessary to strengthen the individual both on the job and at home.

5. To encourage individuals to be persistent in the face of discouragement and rejection and to handle rejection constructively.
6. To review job-hunting resources, and encourage the use of as many as possible.
7. To introduce the community resources which are available for job referrals.
8. To identify different community businesses and industries which encourage equal opportunity employment.
9. To write a resume or fact sheet.
10. To review interviewing and telephoning techniques.
11. To describe how to fill out applications.
12. To introduce and develop the idea of networking, as a nontraditional but highly effective technique.

IN DIAGRAMATIC FORM

SINGLE PARENT/HOMEMAKER
(motivated, committed)
needs support

is placed into

UNIQUE PHYSICAL ENVIRONMENT
(Pattern Interruption)

and into

UNIQUE SOCIAL ENVIRONMENT
(allows both individuality and group consciousness; both conflict and resolution)

is then given

PROBLEM SOLVING TASKS: CHALLENGES
(organized, concrete, incremental, manageable; drawing on mental, physical and emotional resources)

which leads to

STRESS/ANXIETY
(possibilities: succumbing, coping, thriving)

to which he/she adapts by

MASTERY/COMPETENCY
(because he/she: 1) is motivated: 2) is alert in a new environment: 3) has group and instructural support: 4) is presented problems which are structured to facilitate mastery)

which leads to

ACCEPTANCE OF RISKS
(increased willingness to face the unknown, try new experiences, accept personal challenges and measure the real versus perceived risk of situations)

which

ALTERS SELF SUFFICIENCY
(increased self awareness, increased self esteem, increased acceptance of others.)

which leads to

JOB SATISFACTION
(re-entry to education/skill training, employment in satisfactory job)

(It should be remembered that the last point above is not a result you can guarantee participants, but <u>rather</u> a goal to pursue through the program)

(Adapted from Project Adventure, Inc.)

PROGRAM OUTLINE

June 1-5

MONDAY	9:00-5:00	Orientation Keys to Communication Meeting Community Resource People
TUESDAY	1:00-5:00	The "Game of Life" "An Afternoon of Surprises"
WEDNESDAY	8:00-5:00	A Day at CFCC Self-Assessment Computer Play
THURSDAY	9:00-5:00	Field Trip-Vocational Education Job of Job Hunting Filling out Applications Telephoning Skills/Interviewing Networking Writing Fact Sheets/Resumes
FRIDAY	9:00-5:00	Howard Elementary School APTICOM-Self-Assessment

June 8-12

Tuesday, June 9, an individual appointment will be made for you with Ms. Baldwin and Dr. Kilgore at _____.

Wednesday, June 10, Mrs. Carolyn West, CFCC, will present an hour seminar on the results of the Meyers-Briggs Personality Types. The seminar will be at 1:30 p. m.

Every Wednesday, 1:30-3:30 p. m., a support group will meet.

If you need assistance on any activity that is related to your job search, make an appointment with Ms. Baldwin or Dr. Kilgore. Either or both of these individuals will help you.

Films and books are available for your use. Lists enclosed.

STATION 2 TRAFFIC JAM

OBJECTIVE: To promote cooperation among group members through a problem solving situation.

PROCEDURE:

a. Twelve inch square boards are positioned on the ground in a straight line approximately two feet apart. The number of boards needed will equal the number in the group plus one.
b. Members will stand on the boards leaving the center board open. The group on the left of center will exchange positions with the group on the right.
c. Only two feet are allowed on a board at a time, and only two group members can exchange position at a time.
d. The group should be encouraged to talk over solutions.

6

CONFIDENCE COURSE, Camp Crystal Lake, Outdoor Education Center, 1983

May 10, 1987

The "Game of Life"
"An Afternoon of Surprises"

The game of life was really exciting and helpful in so many ways, the directions were carefully explained by Geri Baldwin and Doris Kilgore.

My point of view is, that through the game of life your sense of direction and self determination will enhance your educational abilities. The game of life never ends, its a part of your daily living.

And I quote "you pack your own Chute"

Vivian Suggs

BOOKS

Assert Yourself--It's Your Perfect Right
Bridges to Employment
Career Planning for Women
Second Wind, A Program for Returning Women Students
Does Your Resume Wear Blue Jeans
Get A Job
How to Make Good Decisions
Life Skills (For Women in Transition)
Need A Lift
Self Acceptance
Self Assessment
Shifting Gears
Sweaty Palms(The Neglected Art of Being Interviewed)
The Women's Guide to Re-Entry Employment
Job Options for Women in the 80's
Women and the Skilled Trades
Women Working Home
The Subtle Revolution (Women at Work)
What Color is Your Parachute? (Job Hunter's Manual)

VIDEOS AND FILMSTRIPS

SEX EQUITY FILMS

Pretend You're Wearing a Barrel
She's a Railroader
Men Under Seige

SINGLE PARENTS AND HOMEMAKERS

FILM STRIPS:

Self-Assessment
The Job of Job Hunting
Love: The Human Essential

VHS

How to Make Good Decisions
Learning to Communicate
Your Health: Your Responsibility
Women in Management
Back to School--Back to Work
The Mature Woman
Assertiveness for Women
An Acquired Taste (Pursuit of Success)
Women, Work, and Babies
Divorce: For Better or Worse

ISBN: 0-940712-09-1

Second Edition

Job Hunting Handbook

Resume · Cover Letter · Telephone · Interview

Whether you're seeking your first job or switching to a new career
How to qualify for the job even if you have no experience
Just fill in the blanks to develop a winning resume
How the mail and the telephone can open the door to an interview
59 questions employers use to " psych you out "
The six traits that separate the winners from the losers

Harry S. Dahlstrom

Table of Contents

THE MARKETPLACE 8
Why it's so hard to get the job you want.

THE FIRST BIG MISTAKE 10
The one reason some employers will ignore you.

JOB OUTLOOK TO 1990 12
With salaries.

SHOWING THE RIGHT STUFF 14
Qualifying for a job – even if you have no experience.

YOUR RESUME 16
The magic formula plus a fill-in-the-blank worksheet.

PICKING THE RIGHT EMPLOYERS 26
Businesses you might avoid – businesses that might avoid you.

GETTING YOUR FOOT IN THE DOOR 30
There are only two keys that open the door.

YOUR COVER LETTER 32
The magic formula plus a fill-in-the-blank worksheet.

PICK UP THE TELEPHONE 34
It can explode with interviews you'd otherwise miss.

HOLD EVERYTHING! 36
First impressions, manners, appearances.

THE JOB APPLICATION 38
Tricky questions, how to answer them, plus a practice worksheet.

THE INTERVIEW 42
59 questions employers use to "psych you out."

WINNERS & LOSERS 47
Success is a numbers game. Success is a personality game.

STATISTICS: Reasons why people are unemployed–8, Facts about business–9, Job outlook by group–10, Unemployment by group–11, "Top 10" occupations–13, Minority/women owned businesses–26, Months when most people look for jobs–38, Employee benefits–42, Winners & losers–47

APPENDIX D

AD HOC CORRESPONDENCE

October 22, 1986

Dean Betty Towry
Central Florida Community College
P. O. Box 1388
Ocala, Fl. 32678

Dear Betty:

In an effort to expand the functions of the 2A-6 grant, a new program has been developed, I. C. O. P. E. (Individualized Career Oriented Programs for Equity). This is intended to be a cooperative and collaborative effort among the following organizations: (a) JTPA; (b) HRS; (c) Job Services of Florida; (d) IMTS at CFCC; and (e) the Women and Family Center. It is the purpose of this program to provide information, resources, and guidance to single parents, displaced homemakers, and other individuals needing assistance in finding employment.

An ad hoc committee has been formed to insure proper networking which will be vital to the effective operation of this program. For your information, an outline of the program and a list of the committee members are enclosed.

Hopefully, this program will be a positive and exciting addition to the activities at the Women and Family Center. After all, helping each other is what it's all about. Come see the program in action sometime.

Sincerely,

Doris (VS)

Doris Kilgore, Ed. D.

DK/vs
Enclosures (3)

C. C. Cathy Brewster

POST OFFICE BOX 1388 • OCALA, FLORIDA 32678 • TELEPHONE 904-237-2111 • AN EQUAL OPPORTUNITY COLLEGE

October 20, 1986

Mr. Bob Cahill
302 N. E. First Street
Suite B
Ocala, Fl. 32670

Dear Bob:

In an effort to develop an effective program for single parents, displaced homemakers, and other individuals needing assistance in finding employment, the Women and Family Center would like to request the Services of JTPA. Under the Department of Vocational Education 2A-6 grant, the center is conducting a program entitled "Individualized Career Oriented Programs for Equity" (I. C. O. P. E.). Visibility of job development services will be an important part of this program.

At the present time, there are two components in the program which will provide for: (1) information about JTPA; and (2) APTCOM testing and career counseling. This would involve a 20 minute presentation and the use of APTCOM at Howard Middle School. The presentation will occur on Mondays and the testing on Fridays on a rotating basis (class schedule enclosed).

Hopefully, JTPA will become a significant part of the network which will make this a successful program. Thanks for your time and consideration.

Sincerely,

Doris (V.S.)

Doris M. Kilgore Ed. D.
Grant Coordinator
Women & Family Center

DK/vs
Enclosures (3)

POST OFFICE BOX 1388 • OCALA, FLORIDA 32678 • TELEPHONE 904 237-2111 • AN EQUAL OPPORTUNITY COLLEGE

October 20, 1986

Mr. Bob Cahill
302 N. E. First Street
Ocala, Fl. 32670

Dear Bob:

Thank you for agreeing to serve on the ad hoc committee for the "Individualized Career Oriented Program for Equity" (I. C. O. P. E.). The first meeting will be on October 31, 1986 at noon in the Women and Family Center, 1101 S. W. First Ave., Unit 1. Veggies and dessert will be furnished; however, you may prefer to bring your own lunch.

As you may know, this committee will act in an advisory capacity. Exchanging ideas and promoting networking to insure the effective operation of the I. C. O. P. E. program will be the main thrust of the committee.

The Women and Family Center of Central Florida Community College sincerely appreciates your interest and participation.

Very truly yours,

Doris (V.S)

Doris M. Kilgore, Ed. D.
Grant Coordinator
Women & Family Center

DMK/vs
Enclosures (3)

POST OFFICE BOX 1388 • OCALA, FLORIDA 32678 • TELEPHONE 904 237-2111 • AN EQUAL OPPORTUNITY COLLEGE

AD HOC COMMITTEE

I. C. O. P. E.

1986-1987

Mr. Bob Cahill — 732-0515
302 N. C. First Street
Suite B
Ocala, Fl. 32670

Mrs. Roxanne Riley — 629-7545
Community Education Center
438 SW Third Street
Ocala, Fl. 32671

Mrs. Patricia Becton — 237-2111
IMTS Coordinator, Bldg. 5
Central Florida Community College
P. O. Box 1388
Ocala, Fl. 32678-1388

Ms. Sharon Green — 368-1204
Health and Rehabilitative Services
3001 West Silver Spring Blvd.
Ocala, Fl. 32675-5699

Mrs. Jill Van Weeldon — 237-2111
Administrative Assistant
Bldg. 1
CFCC
Box 1388
Ocala, Fl. 32678-1388

Mrs. Cathy Brewster — 854-2333
Coordinator, Community College
P. O. Box 1388
Ocala, Fl. 32678-1388

Mr. Holt Alderman — 237-2111
Director, Cooperative Education
and Career Placement
Central Florida Community College
P. O. Box 1388
Ocala, Fl. 32678-1388

Mrs. Kay Clements — 237-7021
Corporate Child Care Management
1945 S. W. 31st Ave.
Ocala, Fla. 32674

Mr. Joe Schroeder — 622-4291
Job Service of Florida
1007 S. W. First Ave.
Ocala, Fla. 32670

MAILED TO MEMBERS OF AD HOC COMMITTEE AS PER ATTACHED LIST.

January 26th, 1987

Mrs. Kay Clements
Corporate Child Care Management
1945 S.W. 31st Ave.
Ocala, Fla. 32674

Dear Kay:

I would like to remind you that our ad hoc committee meeting is scheduled for Friday noon, February 13th at the Women & Family Center, 1101 S.W. 1st Ave., Unit 1.

A light lunch of veggies and coffee will be on hand or possibly you may prefer to brown bag.

If, for any reason, you are unable to attend, please call me.

Sincerely,

Doris M. Kilgore, Ed.D.
Grant Coordinator
Women & Family Center

DMK/dp

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I. C. O. P. E.

INDIVIDUALIZED CAREER ORIENTED PROGRAMS FOR EQUITY

MINUTES

A meeting of the ad hoc committee for I. C. O. P. E. (Individualized Career Oriented Programs for Equity) was held at the Women and Family Center, 1101 SW 1st Ave., Ocala, Fla. on October 31, 1986. Snacks were provided by the Center. Members present were:

Dr. Doris Kilgore

Holt Alderman

Kay Clements

Trish Becton

Joe Schroeder

Bob Cahill

Guest, Stacy Bone

Doris Kilgore welcomed everyone. Since this was the first meeting of the committee, all business was new.

Doris explained the "I. C. O. P. E." program and its purpose: the only way it can operate is by help from the committee. The purpose of the committee is to help with input--ideas, publicity, etc.

Trish mentioned that the use of the computer is available at CFCC.

Bob explained the APTICOM testing: academic skills, abilities, interest of the participants. Kay Clements, a member, was introduced as the owner of a child care center, Corporate Child Care Management, and that she would be able to work out something for the women in the program who have this need.

minutes continued.....

Holt mentioned that CFCC would be able to help with workbooks, film strips, etc. to help with the program, also CFCC is open to community participation for public relations purposes and to educate the community of resources available at CFCC--the community could help give the program publicity.

Discussion continued: transportation for some women in the program is difficult. The committee members suggested methods for giving the program publicity..such as: radio, the Ocala Star Banner, Marion Shopper, and to have a liason with judges and attorneys. Holt said that his office could make referrals (from the group) to employers. The non-traditional job was discussed, also various job training programs at CFCC. Joe's comments were about individuals who come into the Job Service office for employment and how he could help furnish some people for the program, and that a role model come in to talk with the group. Doris said that a support group will be organized from the class. Kay said she would be happy to share her personal experiences with the class. Also discussed: how the Women and Family Center was started; video tapes will be available for Stacy's program (Sex Equity) such as the non-traditional job market for men and women; Kay suggested that publicity for I. C. O. P. E. could be included in her company newsletter. The meeting was adjourned with all in agreement that the next meeting be held on February 13, 1987.

Respectfully submitted,

Doris Kilgore, Ed. D.
Chairman

Secretary

Audio-Visual Presentations

I.C.O.P.E.

Interview Techniques and Resume Tips for the Job Applicant. Bennu Productions, Inc. (VHS)

The Job of Job Hunting. Sunburst Communications, Pleasantville, N.Y. 10570. (Film Strip)

You Pack Your Own Chute. Ramic Productions, P.O. Box 7530/4910 Birch St., Newport Beach, Cal. 92660 (16mm Film)

Grab Hold of Today. Ramic Productions, P.O. Box 75301, 4910 Birch St., Newport Beach, Ca. 92660 (16mm film)

Book

Dahlstrom, H. S. Job Hunting Handbook. Dahlstrom and Company, Inc., 76 Prospect St., Franklin, Mass. 02038 (617) 528-1043

_____ Single Parent/Homemaker
_____ Displaced Homemaker
_____ Single Parent
_____ Sex Equity

OFFICE USE ONLY

STATE OF Florida

Period of this report November 10 through June 1

		Number	Percent
1. Sex			
a. Female		77	.97
b. Male		2	.03
	TOTAL	79	100
2. Age			
a. 17 and under			
b. 18-21		2	.03
c. 22-24		7	.09
d. 25-34		32	.41
e. 35-44		23	.29
f. 45-54		10	.13
g. 55-64		5	.06
h. 65 or older			
	TOTAL	79	101
3. Race/Ethnicity			
a. White		41	.52
b. Black		36	.46
c. Hispanic		1	.01
d. Native American		1	.01
e. Asian or Pacific Islander			
f. Other			
	TOTAL	79	100
4. Total number of dependents			
a. 0		5	.07
b. 1		20	.29
c. 2		16	.23
d. 3		14	.20
e. 4		12	.17
f. 5		2	.02
g. 6 or more		1	.01
	TOTAL	70	.99
5. Number of dependents age 0-5			
a. 0		11	.29
b. 1		13	.34
c. 2		6	.16
d. 3		4	.11
e. 4 or more		4	.11
	TOTAL	38	101

	Number	Percent
6. Number of dependents age 6-18		
a. 0	10	.16
b. 1	16	.26
c. 2	15	.25
d. 3	7	.11
e. 4	3	.05
f. 5	3	.05
g. 6 or more	7	.11
TOTAL	61	.99
7. Number of dependents age 19 or older		
a. 0	20	.65
b. 1	10	.32
c. 2	1	.03
d. 3 or more		
TOTAL	31	100
8. Displaced homemaker and marital status (Participants answered either a or b, not both.)		
a. Displaced homemaker status (have worked primarily in the home)		
1) Divorced	17	.46
2) Separated	15	.41
3) Widowed	1	.03
4) Married, spouse disabled	4	.11
5) Married, spouse long-term unemployed/dislocated		
6) Loss of public assistance		
TOTAL	37	101
b. Marital status		
1) Married, spouse present	7	.13
2) Married, spouse absent	3	.05
3) Single, with children	28	.50
4) Single, without children	5	.09
5) Divorced	8	.14
6) Separated	2	.04
7) Widowed	3	.05
TOTAL	56	100
9. Female head of household		
a. Yes	64	81
b. No	15	.19
TOTAL	79	100
10. Education		
a. 1-8 years	6	.07
b. 9-11 years	22	.25
c. High school graduate or equivalency	47	53
d. Post high school	8	.09
e. A. A.	1	.01
f. B. A.		
g. M. A.		
h. Vocational education skills	2	.02
TOTAL	89	99

	Number	Percent
11. Skills training in the last 5 years		
a. Yes	21	.27
b. No	58	.73
TOTAL	79	100
12. Current annual household cash income from all sources		
a. Less than $5000	34	.65
b. $5000-$10,000	5	.10
c. $10,000-$15,000	9	.17
d. $15,000-$20,000	3	.06
e. $20,000-$25,000		
f. $25,000 or more	1	.02
TOTAL	52	100
13. Source of income		
a. Salary	8	.07
b. Spousal support	9	.07
c. Child support	13	.11
d. AFDC	36	.30
e. Other public assistance, not AFDC	4	.03
f. Social Security	3	.02
g. Food stamps	23	.19
h. Medicaid	17	.14
i. Other	8	.07
TOTAL*	121	100
14. Employment history		
a. Years spent as homemaker with no substantial employment outside the home		
1) 0-1	17	.27
2) 2-5	7	.11
3) 6-10	16	.25
4) 10 or more	23	.37
TOTAL	63	100
b. Years paid <u>part-time</u> employment		
1) 0-1	32	.67
2) 2-5	10	.20
3) 6-10	5	.10
4) 10 or more	1	.02
TOTAL	49	.99
c. Years paid <u>full-time</u> employment		
1) 0-1	20	.42
2) 2-5	16	.33
3) 6-10	6	.13
4) 10 or more	6	.13
TOTAL	48	101
d. Type of work		
1) Managerial/administrative	2	.03
2) Professional/technical	4	.05
3) Sales	9	.11

*Total may equal more than 100 percent because participants responded to all items that applied.

	Number	Percent
4) Clerical	19	.24
5) Skilled trades/craft worker	10	.13
6) Operative	5	.06
7) Service worker	11	.14
8) Not applicable, have not worked outside the home	12	.15
TOTAL	79	.91
15. Supportive services required		
a. Child care/dependent care	.19	.09
b. Tuition assistance	.23	.11
c. Transportation	.21	.10
d. Training stipend	.16	.08
e. Books	.22	.11
f. Instructional support	.22	.11
g. Referral to other agency		
1) Legal services	6	.03
2) Health services	10	.09
3) Social service agency	13	.06
4) Child support enforcement	4	.02
5) Vocational rehabilitation	15	.07
6) Job service	17	.08
7) Substance abuse agency	2	.01
8) Domestic violence program	2	01
9) Other	10	.05
TOTAL*	202	107
16. How did participant hear about the program?		
a. Newspaper	77	.32
b. TV	1	.01
c. Radio	1	01
d. Poster/brochure	3	.04
e. Friend/relative	8	.12
f. Social service agency	15	22
g. Educational institution	6	09
h. Other	12	.18
TOTAL*	65	99
17. Services received by participants		
a. Orientation	74	.12
b. Personal counseling	76	.13
c. Assessment and testing	70	.12
d. Career/educational counseling	66	.11
e. Life skills development	74	.12
f. Skills training	21	.03
g. Pre-employment preparation	69	.12
h. Supportive services	16	.02
i. Referrals	28	.04
j. Job development/placement	79	.13
TOTAL*	573	.94

*Total may equal more than 100 percent because participants responded to all items that applied.

	Number	Percent
Note: For items 18-20, if participant entered employment and also entered training/education, answer only 20.		
18. Entered employment		
a. Job category		
1) Managerial/administrative	5	.24
2) Professional/technical	2	.10
3) Sales	3	.14
4) Clerical	2	.10
5) Skilled trades/craft worker	5	.19
6) Operative		
7) Service worker	5	.24
TOTAL	22	101
b. Hours employed		
1) Part-time	8	.33
2) Full-time	14	67
TOTAL	22	100
c. Wage		
1) Less than $3.35	3	.14
2) $3.35	2	.10
3) $3.36-$4.00	4	.19
4) $4.01-$5.00	10	.48
5) $5.01-$6.00		
6) More than $6.00	2	.10
TOTAL	21	101
d. Fringe benefits		
1) None	7	18
2) Health insurance	11	29
3) Pension plan	4	11
4) Life insurance	7	18
5) Disability insurance	6	16
6) Other	3	08
TOTAL*	38	100
19. Entered training/education		
a.Type		
1) Adult education		
2) Vocational-technical institute		
3) JTPA	8	.47
4) Community college	6	35
5) College/university	2	.12
6) Internship/volunteer	1	.06
7) Other		
TOTAL	17	100
b. Focus		
1) Home economics		
2) Health occupations	1	.05
3) Business education	5	.29
4) Marketing/distributive education		

*Total may equal more than 100 percent because participants responded to all items that applied.

	Number	Percent
5) Trade/industrial education	2	.12
6) Agricultural education	2	.12
7) Technical education	3	.18
8) G. E. D.		
9) Remedial/developmental education		
10) Academic education	4	.24
TOTAL	17	100
20. Entered employment and entered training/education		
a. Job category		
1) Managerial/administrative		
2) Professional/technical	2	.50
3) Sales		.50
4) Clerical	2	
5) Skilled trades/craft worker		
6) Operative		
7) Service worker		
TOTAL	4	100
b. Hours employed		
1) Part-time	3	.75
2) Full-time	1	.25
TOTAL	4	100
c. Wage		
1) Less than $3.35		
2) $3.35		
3) $3.36-$4.00	1	.25
4) $4.01-$5.00	2	.50
5) $5.01-$6.00		
6) More than $6.00	1	.25
TOTAL	4	100
d. Fringe benefits		
1) None	3	.75
2) Health insurance	1	.25
3) Pension plan		
4) Life insurance		
5) Disability insurance		
6) Other		
TOTAL*	4	100
e. Type of training/education		
1) Adult education		
2) Vocational-technical institute		
3) JTPA	1	.25
4) Community college	1	.25
5) College/university		
6) Internship/volunteer	2	.50
7) Other		
TOTAL	4	100

*Total may equal more than 100 percent because participants responded to all items that applied.

	Number	Percent
f. Focus of training/education		
1) Home economics		
2) Health occupations	2	.50
3) Business education	2	50
4) Marketing/distributive education		
5) Trade/industrial education		
6) Agricultural education		
7) Technical education		
8) G. E. D.		
9) Remedial/developmental education		
10) Academic education		
TOTAL	4	100
21. Unemployed, looking for a job	23	.27
22. Unemployed, not looking for a job	5	.06
23. Unknown	8	.10